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ABSTRACT

The document provides instruction on developing learning packages for classroom use in social studies. The rationale is that learning packages provide a workable means of individualizing classroom instruction. The document is presented in 12 chapters. Chapter I offers an overview of learning packages, suggests ideas necessary to package development, and identifies level, subject area, and prerequisites. Chapters II through VI examine initial assumptions, goals and objectives, and offer a flow chart for development and evaluation. Chapters VII and VIII, the bulk of the guide, present guidelines for developing core and supplementary ideas. First, outcomes are specified. Second, core ideas are identified. A core idea is the major focus of the package. Supplementary ideas are used to support or teach the core idea. Package components which develop and implement the subject matter include package objectives, pre-assessment, activities, self-check, post-assessment, additional activities, and references. Chapter IX outlines a final package form that is easily reproducible for use in other classrooms. Chapters X and XI give guidelines for developing a teacher's guide. The final chapter presents sample development and evaluation forms. (Author/BC)

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DEVELOPING LEARNING ACTIVITY PACKAGES IN SOCIAL STUDIES EDUCATION

SO 010 770

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CONTENTS

INTRODUCTION 1

RATIONALE FOR LEARNING PACKAGES 2

ASSUMPTIONS 3
- Process 3
- Content 5

PROGRAM GOALS AND OBJECTIVES 6

LEARNING PACKAGE DEVELOPMENT AND EVALUATION MODEL 9

LEARNING PACKAGE DEVELOPMENT PROCESS MODEL 10

GUIDELINES FOR DEVELOPING PRIMARY AND SECONDARY IDEAS 11
- Specifying Outcomes 11
- The Primary Idea 12
- Secondary Ideas 15

GUIDELINES FOR DEVELOPING LEARNING PACKAGE COMPONENTS 17
- Package Objectives 17
- Pre-Assessment 19
- Body of Package 19
  - Resource Activities 21
  - Application Activities 23
- Self Check 25
- Post-Assessment 25
- Quest 26
- Sources 26

ORDER OF LEARNING PACKAGE COMPONENTS 27

GUIDELINES FOR DEVELOPING A TEACHER'S GUIDE 29

ADDITIONAL GUIDELINES 31

PACKAGE DEVELOPMENT AND EVALUATION FORMS 32
- Package Resume Form 32
- Package Flow Chart 33
- Primary Idea Identification Form 34
- Maintaining Balance Form 35
- Secondary Idea/Objectives Form 36
- Objectives/Activities Worksheet 37
- Objectives/Activities Checklist 38
- Pre-Self-Post-Assessment Checklist 39
- Learning Package Record Form 40
- Quest-Contract Form 42
- Learning Package Preliminary Evaluation Form 43
- Learning Package Student Evaluation Form 44
- Learning Package Evaluation Form After Classroom Tryout 45

"I really do believe in individualized instruction, but I have 30 kids in my class and I can hardly keep track of them now, let alone trying to provide individual instruction for them! That's just an educational ideal and can't be done in the real world of the classroom."

How many times have you heard that? Or said, or felt it? It is a frustrating problem, but not one that cannot be corrected or has to be dismissed as so much educational jargon or academic platitudes. It requires a redefinition of teachers and teaching and a new set of assumptions and attitudes about students and learning. It requires a realization that students can and do learn individually--both in their style and pace, and that with proper teacher management of learning, they can learn independently. How? What kind of management? One alternative is through learning packages--teacher-prepared and teacher-managed. This package is designed to provide instruction in developing learning packages for classroom use in the Social Studies.

Definition

A learning package is a self-instructional learning system that enables a learner to achieve objectives, at his own rate, meeting his own needs and interests. It is a step-by-step set of directions that gives the learner options to meet certain well-defined objectives.

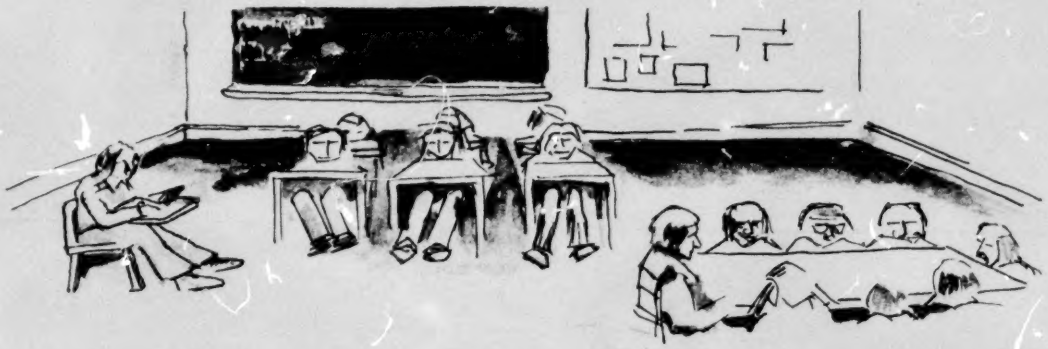
Why learning packages? Because learning packages effectively provide individualized instruction even in a traditional building and with traditional content. They provide options for student learning styles and pace, and encourage development of student responsibility and decision-making. When teacher-developed and managed, they allow more control and flexibility than most commercially-developed package materials where content and process are generally determined by the package program rather than the teacher and the needs of the learning situation.

An additional advantage to teacher-prepared learning packages is that the process is applicable to all areas of the curriculum; to the needs and resources of the school and community; and the goals and objectives of each curricular area, each teacher, and the coordination of the entire school or district program across disciplines and departments. It only makes sense to recognize the interdisciplinary nature of knowledge, skills and attitudes, and to directly utilize that principle in the development of classroom materials, procedures and content. Because learning packages are a process for dealing with content, the content can be decided upon and controlled by the teacher as appropriate to the subject area.

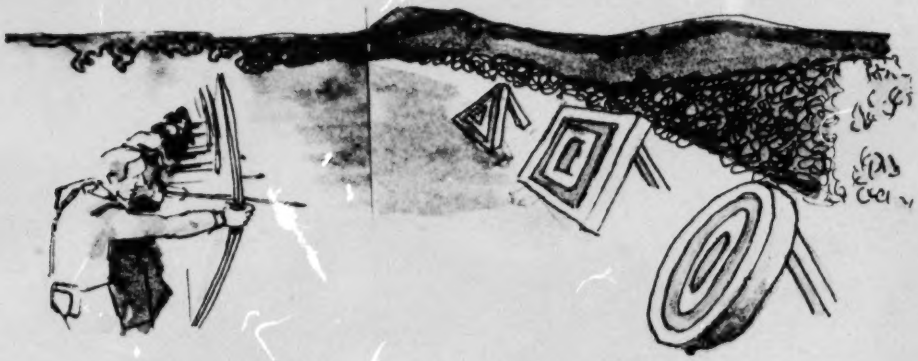
Assumptions-Process

The design and use of learning packages rests upon the following rationale or assumptions:

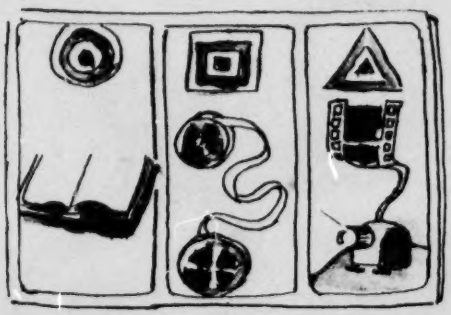
1. Students learn best if they are allowed to work at their own pace. Learning is an individual and not a group process. No learner should be forced to keep up, or be held back, by the group-paced instruction that typifies most classrooms.



2. All students should be able to select with teacher guidance the mode of learning most suitable to them. This should include both the strategy to be used and whether or not the student wishes to work by himself or with other students.



3. Students are more likely to succeed, and thus experience success, if they know precisely what they are to do and can help design the program that will enable them to be able to do it.



4. A teacher functions best as a manager of learning experiences. All teachers strive to develop a system that enables them to work individually with students. Traditional instructional methods, in a traditional classroom, does not allow for the maximum utilization of the professional talents of teachers. What is needed is a learning system design that maximizes the effectiveness of both the learner and the teacher facilitator.

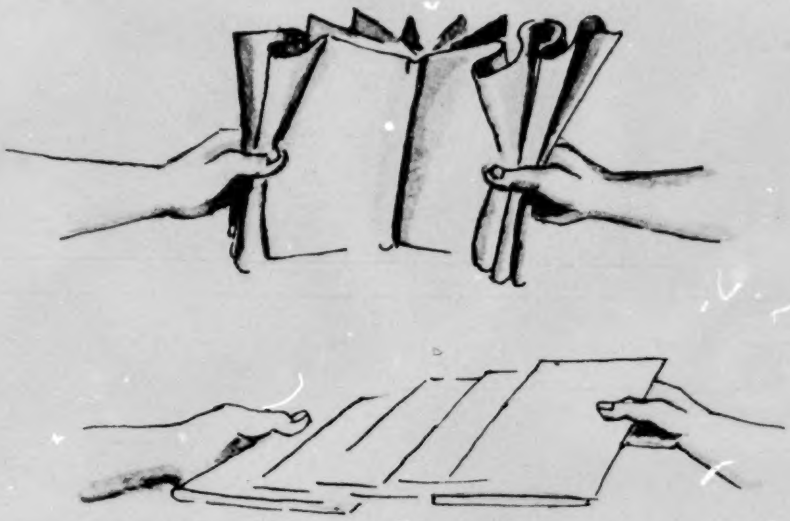
INTERACTION

5. Responsibility for learning must rest with the learner. Although the teacher can facilitate and guide, the learners are ultimately responsible for their own progress. All educational efforts are concerned with both the "product" and "process" of learning. A learning package system enables the student to "learn something", and more importantly, "learn how to learn something."

Assumptions-Product

1. Given current conditions, a teacher cannot become an expert in all subject areas within their discipline. While minimal teacher literacy is essential to any program, a well designed learning package is a proven method of "teaching" facts and concepts to students. A Teacher's Guide that accompanies the student package provides additional information and assistance for the teacher.

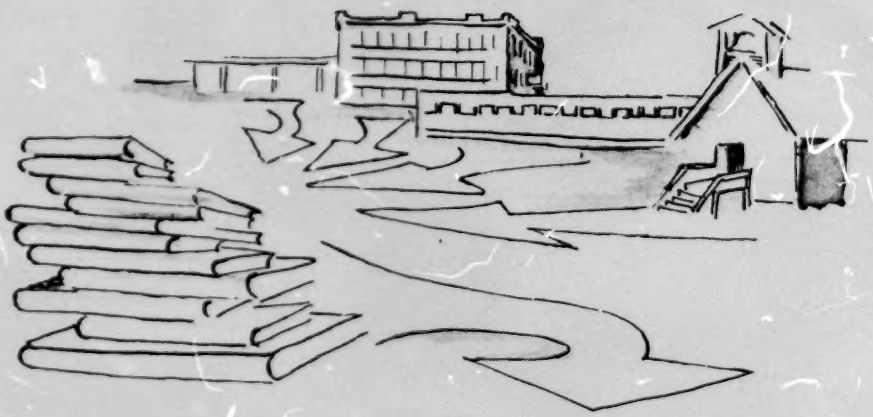
2. In most training programs there is little, if any, follow-up to ensure that instruction has actually resulted in changes in the teacher's classroom. A teacher who spends a great deal of time developing a package will use the package. A good package program requires systematic evaluation both before and after the use of the package in the classroom.



3. Teachers will use well-designed learning packages developed by other teachers. The packages produced by any project should be, after field testing, disseminated to all interested teachers. The availability of various packages makes the individualization of instruction a greater possibility. The cost-effectiveness of the training of teachers in package development, because of the wide dessemination possibilities, is greater than in most typical workshops or courses.

4. Teachers should concentrate their efforts on those concepts that they will actually teach in their classrooms. Instruction that centers on "a little of this and a little of that," will never be successful. The focus of instruction should be on the development of a learning package and specific content that will become part of the total instructional efforts of the teacher.

5. A learning package utilizes the best available materials in a subject area. A package is not tied to one set of materials or the views of one author, and can be updated with minor adjustments as more appropriate or current materials become available, helping to keep the package current and useable over a period of time and with changing conditions.



The purpose of this program is to instruct classroom teachers in the development of learning packages in the subject areas appropriate to their teaching situations. A secondary purpose is the development of a Package Dissemination Center which will provide the opportunity for teachers who have developed acceptable learning packages to have access to learning packages developed by other teachers which have also met standard requirements of format and quality.

The specific objectives of this program are as follows:

Upon completion of the Learning Package Development Program, you should be able to:

1. Identify the principle components of learning packages.

2. Utilize the sequence and steps in the Learning Package Development Process Model.

3. Delineate from a subject area a specific Primary Idea, Secondary Ideas and related concepts appropriate to learning package instructional modes.

4. Write specific behavioral objectives which clearly communicate to students the expectations of the learning package.

5. Locate, select and evaluate materials and resources appropriate to the achievement of specific objectives and the learning package method. (This will also require modifying some resources to make them appropriate to the learning situation.)

6. Develop learning activities specific to the achievement of prescribed learning objectives.

7. Develop learning activities which provide for differing individual levels of ability and achievement and varied interests and learning styles.

8. Prepare written instructions and materials which effectively communicate to the individual student the process and content of the learning package.

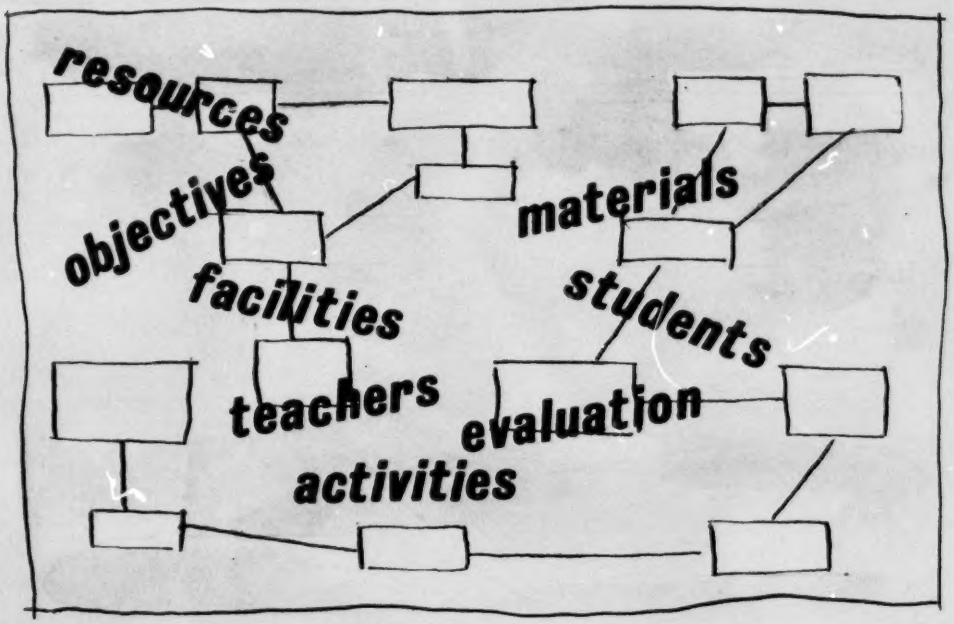
9. Develop assessment strategies which evaluate pre-package knowledge, post-package knowledge, and individual student progress information; and which provide for student self-assessment.

10. Design a learning package which provides opportunities for student choices and decision-making and options for individual learning modes and pace.

11. Produce a fully integrated, organized systematic learning package which coordinates objectives, content, activities, and evaluation, and is useable in a classroom setting for individual learning.

The achievement of these objectives will be accomplished through the development of an acceptable learning package by using the development process model and the accompanying guidelines and learning package components.

The skills and knowledge developed in the achievement of the learning package program objectives are basic to general instructional procedures and as such will also be applicable to the more general development of broader learning programs of which learning packages can be a principle component. It is hoped then, that the teacher will be encouraged to implement these same strategies and processes in overall learning program development on a continuing basis.



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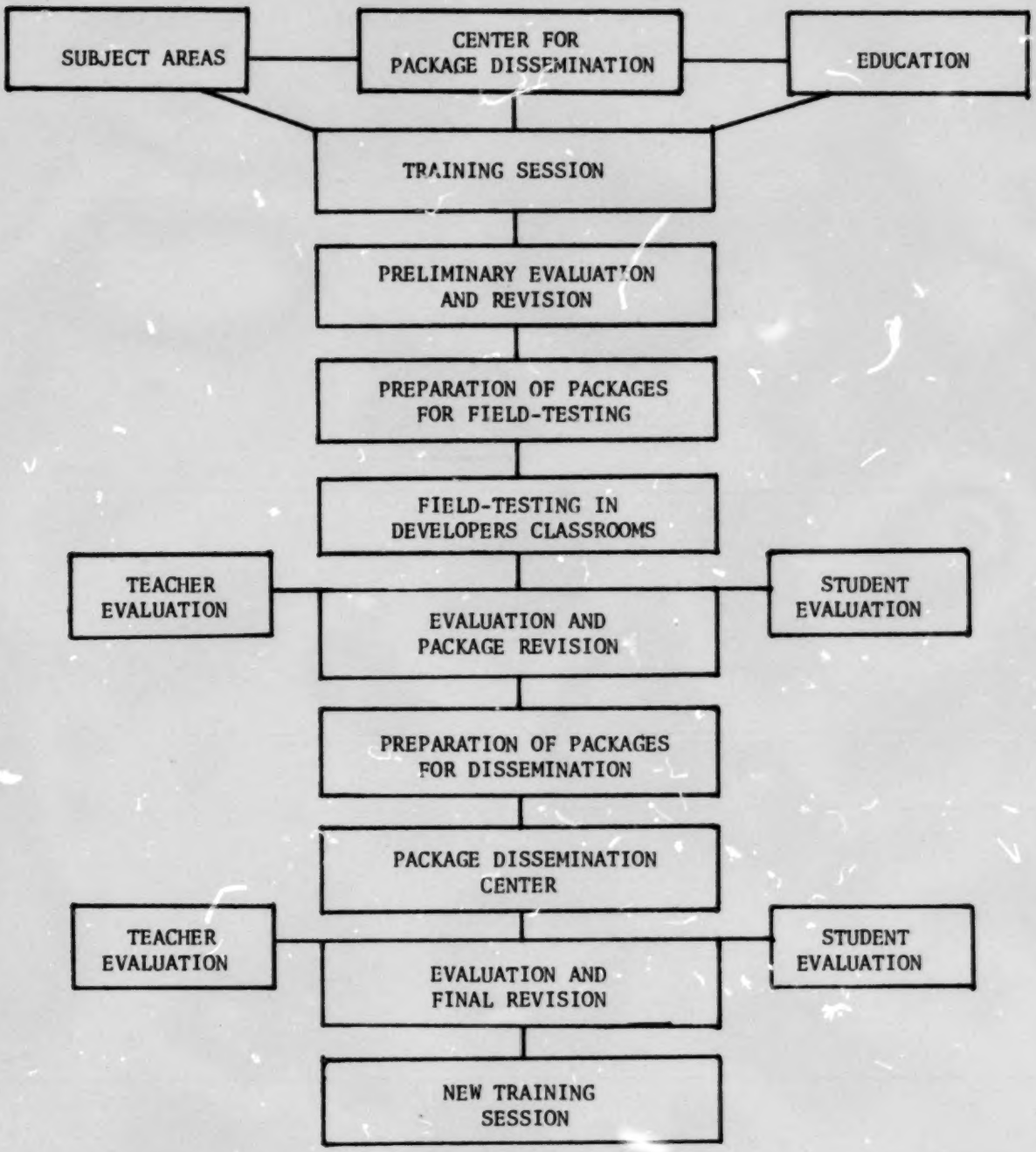
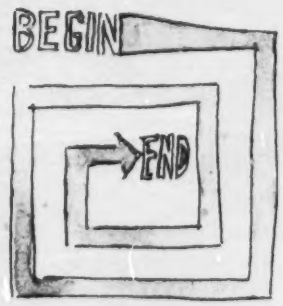
LEARNING PACKAGE DEVELOPMENT AND EVALUATION MODEL



A Package Dissemination Center is a place where packages can be developed, stored, reproduced and disseminated. Appropriate locations will vary from school district to school district.

LEARNING PACKAGE DEVELOPMENT PROCESS MODEL

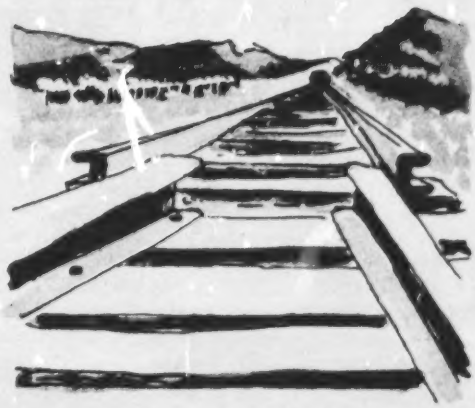
1. An overview of social studies education--identification of primary concepts
2. Overview of learning package development
3. Selection of primary idea--development of sequence and structure
4. Selection of secondary ideas--development of scope
5. Writing of objectives for each secondary idea
6. Collection of materials for packages
7. Collection of resource activities for each secondary idea--preview of print and non-print material
8. Writing of application activities for each secondary idea
9. Match-up of objectives, resource activities, and application activities
10. Development of pre, self, and post-assessment for package; Match-up of items with objectives and activities
11. Writing of introduction
12. Development of quest activities
13. Preliminary evaluation--group process
14. Revision
15. Final before-field-testing evaluation
16. Preparation of packages
17. Development of Teacher Guide



Both individual and group development and evaluation strategies are included at most steps in the process. Specific forms and assignments are utilized throughout.

GUIDELINES FOR DEVELOPING PRIMARY AND SECONDARY IDEAS

A learning package is only as good as the educational expertise of its developer. A good package should reflect the most contemporary thinking in the social studies. It is absolutely necessary that we seek a standard format for learning packages that will enable each of us to capitalize upon the efforts and expertise of our colleagues. This also requires a system that makes it possible to disseminate learning packages to interested teachers that will be acceptable and useful to them in their instructional efforts. This suggests, of course, common direction and purpose.



Theoretically, a learning package can be developed for any length of time. In general, however, it should probably not take more than 5-6 hours for the student to complete. This length of time is suggested because of most students' natural anxiety and need for closure. Lengthy packages tend to cause anxiety and may be overwhelming to the student. The time will vary, of course, with the individual student. If a package would take longer than 6 hours to complete, it should probably be subdivided into an additional package(s).

Specifying Outcomes

The first step in learning package development is specifying the desired outcomes. In other words, answer for yourself the questions: "Why use a learning package? What do I want that instructional strategy to do?" By answering these questions, you will have a better idea of your expectations for the learning package and can then develop it to accomplish those outcomes. These outcomes are not the actual objectives of the package but rather a guide to the developer throughout the process so that the completed product is at least a close approximation of what you had originally envisioned or desired it to be. The outcomes help clarify your rationale and provide a commitment-level decision that will aid you in the actual developmental process.

The Primary Idea

A learning package should focus on one specific idea or concept. For purposes of this project, this focus is called the Primary Idea. Deciding on the Primary Idea is the next step in developing a package. (See Primary Idea Identification Form, p.34)

Following are some examples of Primary Ideas:

1. Scarcity is a universal characteristic of all societies.

2. Governments provide many services which people cannot provide for themselves.

3. The extent of man's utilization of natural resources is related to his desires and to his level of technology.

4. The behavior of members of a group is shaped by numerous norms and sanctions.

5. A historian's frame of reference is influenced by the availability of evidence, his/her personal biases, the writer's purpose, and the society and times in which he/she lives.

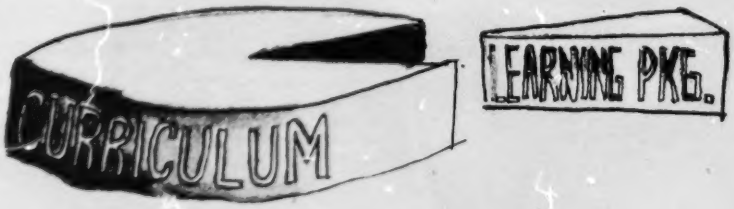
For example:

Name_____

Level_____

PRIMARY IDEA: Consumer Credit, which includes "Buy Now--Pay Later" installment plans, charge accounts, and credit cards, is an essential and growing factor in the distribution of goods and services in the American economy.

The selection of the Primary Idea is determined by several factors. A principle consideration must be that of limiting it within manageable proportions--both in the scope of the idea and the time and space limitations of the package itself. Obviously, it must be applicable to the subject area in which it is being used and the overall curricular programs of the school. Other related curricular constraints are those of the learning environment--physical and philosophical, available resources, and specific curricular requirements. A good learning package is one that is practically useable and enhances the total learning program rather than interrupting or detracting from it.



In selecting the Primary Idea to be the content substance of the package, it is necessary to consider your desired outcomes and what you want the package to do--both in process and content. The Primary Idea should serve to facilitate the achievement of those outcomes and provide the vehicle for that facilitation. A realization of student levels and abilities will ensure both its practical applicability and its ability to provide for individual instruction. An idea that is basically too complex for the students simply cannot provide for their individual needs or be effectively used in average classrooms. In addition, the Primary Idea must fit the Learning Package Model to guarantee optimum success and ease of development. It is possible and highly probable that some topics simply cannot be effectively taught via learning packages.

Since options are a primary aspect of the learning package model, the Primary Idea needs to be selected with some assessment of the potential options that can be provided for the development and acquisition of it.

Given the integrated nature of knowledge, the utilization of interdisciplinary techniques which incorporate multiple disciplines into the package is highly desirable. The selection of the Primary Idea should reflect this approach and be adaptable to interdisciplinary strategies and materials. Obviously, the most contemporary knowledge about curriculum and instruction needs to be operationalized in the development of optimally effective learning packages.

EXAMPLE

Name _____

Level _____

PRIMARY IDEA: Consumer Credit, which includes "Buy Now-Pay Later" installment plans, charge accounts, and credit cards, is an essential and growing factor in the distribution of goods and services in the American economy.

SECONDARY IDEA(S):

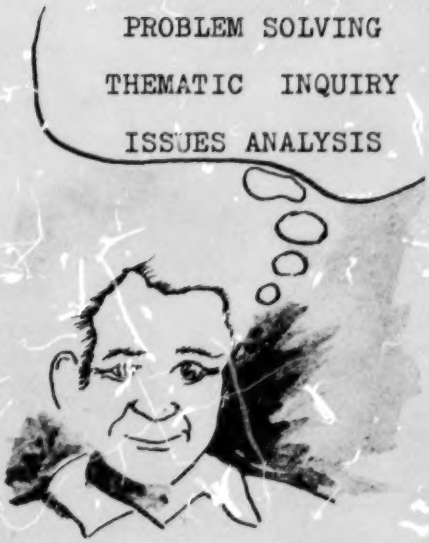
1. A Brief History of Credit
2. The Affect of Credit on the Distribution of Goods and Services in the American Economy
3. Procedures for Obtaining Credit
4. Figuring Credit Charges, What Does Borrowing Money Cost Me?
5. Etc.

N. _____

CONCEPTS:

Credit (Types, Uses of. . .)	Interest
Banking	Lending Institutions
Savings	Charge Accounts
Loans	Financial Need
Credit Economy	Credit Rating

A final consideration to be employed in Primary Idea identification will be one of contemporary approach(s) available to be used in development of the idea. Could the issues analysis or problem-solving approaches be employed? Can multiple or alternate discipline approaches be implemented? Might it be developed by using the thematic approach? Is a comparative, cross-cultural or intercultural approach possible? Would an action-oriented approach be appropriate? Will you be able to include some values clarification activities? Will both cognitive and affective behaviors be included? Are inquiry and critical thinking skills to be emphasized in the package?

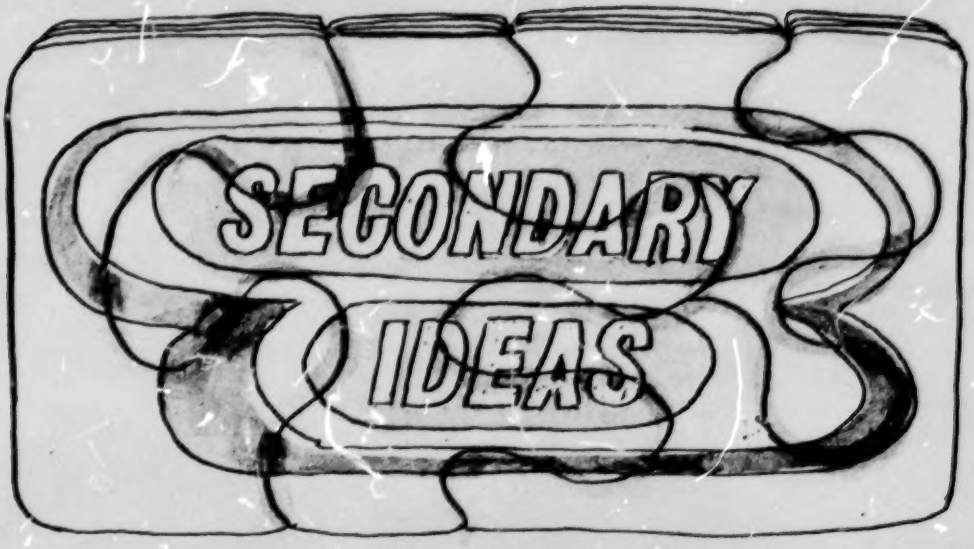


In light of your desired outcomes, these possibilities need to be investigated and evaluated in your selection of a Primary Idea. The Primary Idea determines the entire content, and to a strong degree, the process orientation of the entire package and the practical effectiveness of it in actual usage.

Secondary Ideas

The next step in the process is to determine what Secondary Ideas are necessary to support or teach the Primary Idea. In other words, what content or topics are suggested by the Primary Idea. We want students to learn and retain the Primary Idea, but we realize that certain content and skills must be taught before the Primary Idea is learned. It is, in effect, an outlining process. The process is essential if the content of the package is to be systematically defined. The Secondary Ideas, under most conditions, identify the concepts to be taught in the package. It may be helpful, however, to list the package concepts before beginning the actual package development process. The form on p. 34 is used for this purpose.

A package, if it is to be used effectively by other teachers, must be developed following a process that is educationally sound. The Secondary Ideas should be developed in a logically meaningful sequence to enhance continuity and learner progression through the package leading to achievement of the objectives.



The Secondary Ideas become the different sections of the package. As you will see later, we will develop objectives and learning activities for each Secondary Idea. We hope that if the student completes the activities for each Secondary Idea (section) of the package he will achieve the objectives of the section and thus gain an understanding of the Primary Idea.

The concepts listed specify in a few words the separate, highly specific ideas that the Secondary Ideas are designed to develop and teach, and should obviously relate to the Primary Idea. These concepts will be specifically stated and developed in the objectives and activities for each Secondary Idea and serve, in effect, as advance organizers for the learning package sections and subsections.

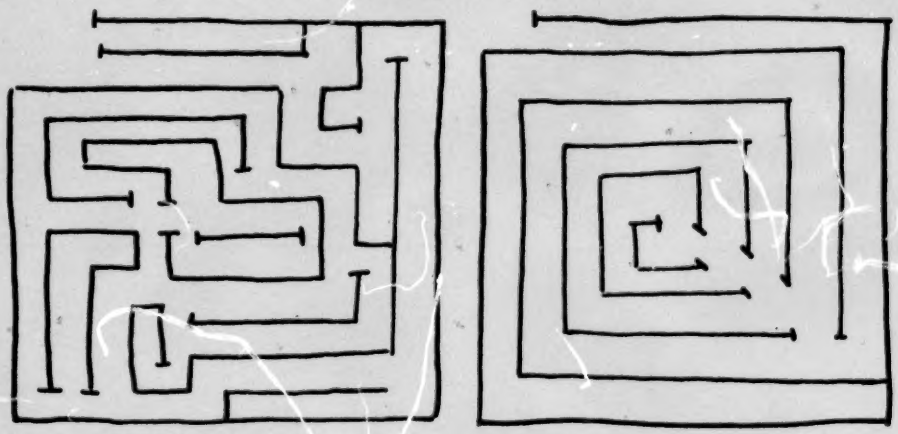
GUIDELINES FOR DEVELOPING LEARNING PACKAGE COMPONENTS

The actual format of a
learning package is described on p. 27

Package Objectives

After the Primary Idea and Secondary Ideas have been identified, it is necessary to begin developing the objectives for each section. We ask, in effect, what behaviors do we expect from our students to assure that an understanding of the Primary Idea and Secondary Ideas has been achieved.

Each objective must include an action word. The conditions part of the objective, and the performance standard, are described in the activities included with each section of the package. Requiring everyone to learn everything in the same way and at the same level defeats the purpose of a learning package.



For example:

After completing this learning package you will be able to:

1. Recognize at least three sources of credit.
2. Summarize how credit has affected the distribution of goods and services in the American economy.
3. Compute the cost of borrowing money from at least two different lending agencies.

Although objectives 1 and 3 are fairly specific, they do not prescribe how students will learn the necessary information, or how they will demonstrate the necessary understanding. The action words (recognize, summarize, compute) specify the desired behavior at the appropriate level.

The Secondary Idea/Objectives Form on p. 36 is used to write the objectives for each Secondary Idea.

Learning package objectives, like other behaviorally-stated objectives, are written for the student and are therefore stated in terms the student can understand. This means, then, that they must be written at the grade level and general reading level of the student--whether it is 1st, 5th, 8th or 12th grade. (For additional assistance, see Hansen/Guenther, A Guide to Preparing Behavioral Objectives for Learning Packages, University of Kansas, 1975.)

For example: (Intermediate Level: 4-5-6)

When you have finished this learning package, you will be able to:

1. Tell three ways that industry is changing our daily lives.
2. Write a story about how cars are made and who does the different jobs. (Concept: Mass production and Specialization)

(Primary Level: 1-2-3)

When you have finished this learning package, you will be able to:

1. Draw pictures of kinds of houses people have.
2. Show me what kinds of work people do. (Identification of pictures as an example)
3. Tell what a shopping center is and what it is for. (Concept: Commercial centers)
4. Tell a friend why towns and cities are important. (Affective behavior)

Another important consideration in writing objectives for learning packages is that of including objectives that require skills at the higher levels (Application, Analysis, Synthesis and Evaluation) of the Cognitive Domain, and including some objectives for affective behaviors also. Skill objectives such as problem-solving, reading, inquiry, writing, using technical instruments, etc., are also appropriate for learning packages. Properly developed, a learning package can aid student achievement of these types of objectives as well as low-level knowledge objectives, and every effort should be made to incorporate them into the package.

Pre-Assessment

A pre-assessment device is used to discover what the student already knows, or doesn't know, about the package concept or ideas. The pre-assessment items must relate (specifically) to the objectives of the package. It can take several forms (depending on the objectives) e.g., essay, multiple choice, check lists, opinionnaire items, etc.

In short, it is worthwhile to ask, what information would aid me in diagnosing each student's needs and interests? A package program assumes that not all students need the same content or activities. The pre-assessment will help you to further modify the package as appropriate to meet the specific needs of individual students.

The pre-assessment is not graded. It is used only for advisement purposes and to determine, with the post-assessment, the success of the package in leading students to the achievement of the package objectives.

The pre-assessment is usually included in the package. It may be evaluated by the teacher or student. A conference is suggested to discuss the results and cooperatively plan the specific package program for each student.

Body of Package

After the student completes the pre-assessment, and discusses the results with the teacher, he normally enters the instructional section, or body of the package. Pre-assessment results might indicate, on the other hand, that the student has already achieved the objectives of the package or does not possess the pre-requisite skills or knowledge needed to complete the package. In this event, he would be directed to another package more closely related to his needs and interests. It is possible, in addition, that the pre-assessment might indicate that a student needs only one section of a learning package.

In general, the learning package is divided into sections depending on the number and type of secondary ideas and the relationship between the objectives, materials, and activities to be used. Subdivisions tend to break up this section of the package into more manageable student tasks.

EXAMPLE

SECTION 2

Title: Various Advertising Media

Objectives: Upon completion of this section you will be able to:

1. Identify five types of advertising.
2. Differentiate between visual and written advertisements.
3. Explain how ads are developed.
4. Discuss the costs of advertising.
5. Develop written advertisements.
6. Prepare illustrated ads.

Resource Activities

Select any three of the following activities:

1. Read: "Advertising, Ancient Marketplace to Television," Chapter 9
2. View: Sound/filmstrip, "Advertising and You"
3. View: Film, "Analyzing Advertising"
4. Use: Multimedia Kit, "The Marketplace," Unit 1
5. Read: "Mastering Basic Economics," pages 60-61

Application Activities

Select any three of the following activities:

1. Create an ad for a product of your choice utilizing three different media.
2. Interview the advertising manager of a local newspaper, radio station, or TV station regarding advertising costs.
3. Prepare a visual display of advertisements. (Bulletin boards, poster or mobile)
4. Choose a product you would buy, collect as many different ads for that product that you can find and make a collage out of the ads.
5. "Think up" a new and useful product and develop written and visual advertisements for it.
6. Make a jigsaw puzzle of advertisements.

Each section of the learning package contains specific objectives, resource, and application activities.

Note: This page is used to illustrate the three major components of a learning package section. The actual package would not appear this sterile. The use of illustrations, various forms of lettering, etc., will make the package more appealing to students.

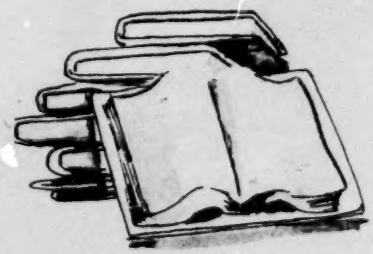
Resource Activities

Resource activities lead to the securing of information e.g., reading, viewing, listening. They should be of various types, offering students as many options as possible. It is important to keep in mind that student learning styles should be accomodated when possible. Different levels of activities may be necessary.

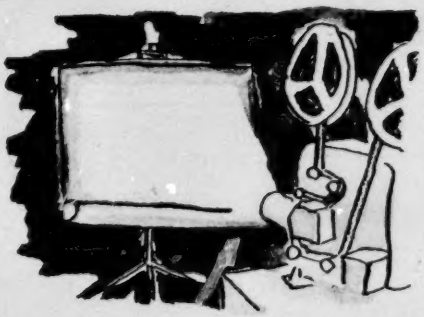
All resource activities are designed (selected) to lead to the achievement of pre-determined objectives. Interest in a package, in many instances, is directly related to the variety of resource activities provided in the package. Although the student may be directed to resources outside of the package, the package should be as self-contained as possible. Non-print materials, of course, are an exception and should be placed in learning stations.

Occasionally, it will be necessary to either develop your own resources or modify existing ones to make them appropriate to the attainment of the objectives or the ability and interest levels of the learners. The resource activities must provide the students with the means and information needed to achieve the objectives. An aid to checking the relationship between objectives, resource activities and application activities is the Objectives/Activities Checklist found on page 38.

Examples of Resource Activities:



textbooks
primary sources
secondary sources
newspapers
pamphlets
all books
films
posters
magazines



filmstrips
slides
video-tapes
audio-tapes
transparencies
pictures
charts
graphs
cartoons

globes
maps
programmed material
television
speakers
interviews
lectures
etc.

Despite the need for self-pacing, there may be times when the total group will be called together for a resource activity, e.g., view a film, take a field trip, or listen to a guest speaker. Paired, team or small group activities may also be appropriate. (See Hansen/Rodenberg/Guenther, Developing Social Studies Activities for a Learning Package, University of Kansas, 1975.)

EXAMPLES

Read: "The Growing Toll of Crime Against Business"

Interview: Individually, with a friend, or a group of friends, interview 1-3 local merchants to determine (a) the types of white-collar crime that occur in their place of business, (b) the cost of this crime to his business, and (c) how he passes these costs on to his customers. Select different types of businesses to investigate so you get a broader idea of the nature of white-collar crime.

View: "The White-Collar Rip-Off" NBC Special Report. (See your teacher for materials and equipment.)

Survey several adults and some Insurance Agents about the types of insurance they buy or provide for their property and personal protection and what it costs. Also try to determine how much these costs have increased in recent years and why.

Collect newspaper articles from your local area for a period of several days which deal with the frequency of crime and what it costs in terms of property losses, law enforcement, lost opportunities, and costs to the victims. Keep them together and study them over a period of time.

Read: "It's Your Credit--Manage It Wisely," pages 13, 14, & 15 (Be sure to ask your teacher for this resource activity.)

Listen to the following tapes by Paul Amidon and Association, Inc., Minneapolis, Minnesota.

Tape #2 - "Using Credit as a Tool"
Tape #3 - "The Cost of Credit"

View the filmstrip "Our Credit Economy," Part II--dealing with the value of consumer credit.

Application Activities

Application activities are designed to enable the student to do something with the content of a resource activity. They may vary from answering questions and defining terms to developing a solution to a particular problem. In short, the student is asked to demonstrate understanding. The level of objective to be achieved will determine the type and variety of application activities included in the package. The application activities should aid the student in demonstrating basically the same skills or knowledge which are specified by the objectives.

Whenever possible, the student should be given various options. He should be free to suggest his own activities. There are instances, however, when certain activities are required of everyone with others remaining options.

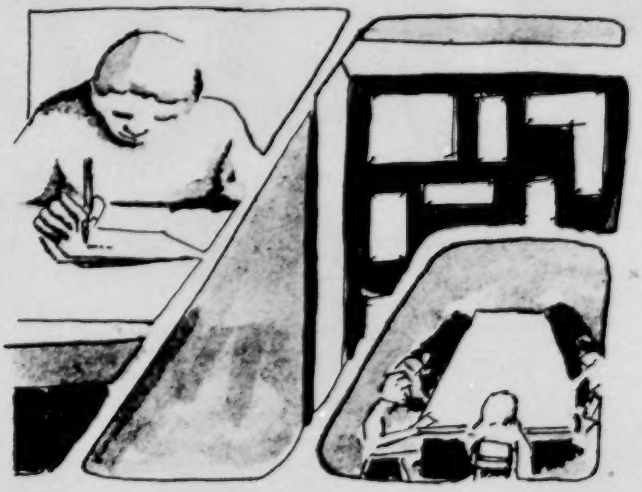
Both resource and application activities can involve individual, small, or large groups. They can also involve "doing"-types of activities as well as more traditional reading and writing activities. They may provide opportunities for out-of-school activities, or activities accomplished in other areas of the school.

In most instances, to keep costs at a minumum, the student should be directed to complete activities using their own paper or resources. Other students should be able to use the package at a later date.

The Objectives/Application/Resource Sections are repeated if more than one secondary idea is necessary for the package.

Examples of Application Activities (student developed):

essays
questions/answers
definitions
collages
research papers
bulletin boards
cartoons
maps



graphs
charts
illustrations
discussions
reports
panel discussions
role playing
slide-tapes

debates
problem solving
summarizing

outlining
etc.

EXAMPLES

Do a survey: Individually, in a team or with a small group, prepare and conduct a survey (see the guide to conducting surveys in the appendices) of both peers (those are people of your own age group--just a fancy sociological name for it!) and community members on the topic of the cost of crime in their lives. Analyze your findings and make conclustions about the economics of crime in your community. Present your review either orally, pictorally, graphically or in written form--whichever you prefer.

Prepare an original photographic display on the cost of crime to America. Include appropriate descriptive or explanatory notes or captions and summaries of the ideas or points you are trying to depict through the pictures.

Write a letter to the editor of your community or school newspaper in which you explain the cost of crime to the society, your own community and each individual. Make an appeal for individual committment and affirmative action on the part of the mass public and each individual citizen to correct the situation. (You must have facts and supportive data to back up your appeal.) Do send it or submit it and if it is published, see what sort of results you get from it--either personally or on the editorial page.

Write an essay or speech explaining the cost of crime to your fellow Americans and calling for and defending individual committment to decreasing that cost through affirmative action.

Prepare a chart on posterboard showing the comparative dollar increased costs in:

(a) property losses to crime.
(b) increased consumer costs due to white-collar crime.
(c) increased costs of law-enforcement.
(d) increased expenditures on personal and property protection.

With a small group of other students prepare and conduct a debate or dramatization on the topic: "Americans can no longer afford to ignore crime." Present it to your class and/or other classes if at all possible.

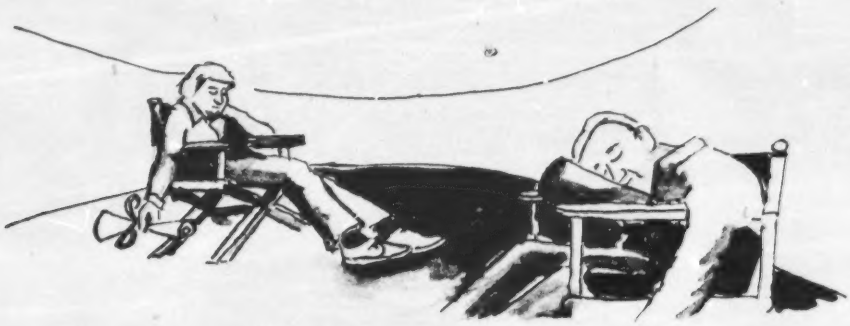
Play the game "Organized Crime." See the teacher for the materials. When finished, discuss it with the other players and write a 1-2 page essay about the nature of organized crime and why it continues.

Self-Check

Before committing himself to a graded post-assessment, the student should be able to determine what he knows or does not know. The Self-Check is used for feed-back to the student. It should be designed so that the student will know what sections of the package need to be reviewed before attempting the post-assessment. An adequate self-check enables the student to identify areas that need further study. It is, in effect, a progress check and must relate to the objectives of the package. It may be another form of the pre-assessment and post-assessment.

Post-Assessment

The post-assessment measures student achievement of the objectives of the package. It is, in most cases, graded. The standard for achievement should have been expressed in the objectives for each section of the package. Criterion-referenced grading is suggested. The post-assessment need not be a formal test.



A form for determining the direct relationship between the objectives and the various assessments in the package is the Pre-Self-Post-Assessment Checklist on page 39. The number of the appropriate item(s) should be entered in the corresponding square(s). The Checklist is included in the Teacher's Guide.

Quest

Many students may demonstrate additional interest in a particular learning package topic or concept. This interest may extend beyond the resource or application activities included in the package. When such a situation arises, the student should be encouraged to pursue his interests. In this section of the package, additional activities are suggested for the interested student. In most instances, quest activities represent an opportunity for the student to apply what he has learned in the package. This may include, for example, research related to the topic of the package.

Student may be given credit for quest activities completed. In any event, students should be given the opportunity to "contract" for an activity. (See Quest Contract Form, page 42.)

EXAMPLE

Prepare a public service radio script on advertising.

Prepare a Manual of Self-Protection for others. To get information, investigate the types and costs of various personal and home protection devices; techniques for preventing, avoiding and handling crime personally; and a list of sources available for assistance and information available in your immediate area.

Conduct a campaign in your school newspaper to inform the school of the increasing cost of crime. An "awareness" sort of thing.

Make up a new product and develop visual ads for it using drawings, photos, catch phrases, and/or combinations of the above.

Sources

The final pages of the student package should include a listing of all sources used in the package. Each source, including pictures and illustrations, must be fully cited.

ORDER OF LEARNING PACKAGE COMPONENTS

The final package must be in a form that can be easily reproduced for use in other classrooms.

Cover

The cover should include the package title (abbreviation of Primary Idea) and the name of the developer. It should have as much eye appeal as possible. If the package is one of a sequence, it can be coded for easy identification. Whenever possible, color and illustrations are desirable. These techniques should also be used throughout the package whenever appropriate. It is desirable that the cover be reproduceable for dissemination purposes.

Introduction

The introduction is the first page after the cover. On a separate sheet, it gives a description or overview of the package. The introduction would identify the Primary Idea, and attempt to establish relevancy for the student. It is, in all cases, written for the student and should communicate to him where he was, where he is, and where he is going. Since not all packages may be required, the introduction must communicate specifically to the student why the package is important and worthwhile for him. The introduction should also attempt to show the relationship between the learning package and the course and/or school curriculum so the student knows how it fits into his total learning program. The introduction replaces what the teacher might orally present to the class when learning packages are not being used.

Objectives

All of the objectives of the learning package are listed in one place for student reference. It is, in effect, a collection of the objectives written for each section of the learning package.

The objectives are written using this stem: "After you complete this learning package you will be able to:"

Pre-Assessment

The pre-assessment follows the listing of the objectives unless it is to be excluded from the package.

Body of Package

The body includes the title, objectives, resource and application activities for each section of the package. Each section can have its own introduction and self-check if desired.

Self-Check

The self-check follows the last section of the body of the package. It may be excluded from the package if desired.

Post-Assessment

The post-assessment is normally included in the Teacher's Guide and not in the student package. If the post-assessment is not a formal test it may be included in the package for ease of administration.

Quest

For most packages students will be directed to take the post-assessment after they have successfully completed the self-check. The quest section normally follows the self-check and the directions for completing the post-assessment. A Quest Contract Form may be included with each package.

Sources

The last page(s) of the package specifically identifies the sources used in the package.

GUIDELINES FOR DEVELOPING A TEACHER'S GUIDE

COMPONENTS

Cover

Include the title of the package and the name of the developer.

Package Resume

An abstract of the package, using the resume form (page 32), should be included on the first page of the package. Included is an overview of the package, the Primary and Secondary Ideas, the materials and approaches emphasized, the package level and subject area, the estimated time for completion, and any pre-requisites that may be necessary. It may also include a brief statement of the outcomes desired.

Objectives

List, on one page, the objectives of the student package. Use the stem: "Upon completing this learning package your students will be able to:"

Primary and Secondary Ideas

Include, on one page, a completed copy of the Learning Package Primary Idea Identification Form (page 34).

Objectives/Activities Checklist

Include, on one page, a completed copy of the Objectives/Activities checklist (page 38).

Pre-Self-Post-Assessment Checklist

Include a completed copy of this form (page 39) in the Teacher's Guide.

Special Instructions/Suggestions

Include any instructions or suggestions that you feel would be of assistance to another teacher using the package. Appropriate information might be special objectives, unusual activities or materials, problems that might be encountered, etc. Things that you might want to draw to another teacher's attention prior to their use of the package.

Key to Application Activities

There will be some application activities requiring specific answers from the students. When this is the case, include the answers in the teacher's guide. In addition, some application activities may have suggested answers or procedures for assessing the quality of the student's work. Include any information that you think would be helpful to another teacher.

Key to Pre-Assessment

Include the answers to the pre-assessment and any other information that would be of assistance to the teacher. How should pre-assessment be used?

Key to Self-Check

Same as above.

Post-Assessment and Key

Same as above.

Bibliography--Ordering Information

Include a complete bibliography of all materials used in the student package. When possible, include the prices of all materials and where they may be obtained. This section of the teacher's guide should also include additional sources that may be of value to teachers using the package, or descriptions of materials that they may need to replace or supplement.

Package Evaluation

All evaluation forms, preliminary, students, and after classroom tryout, should be included in the teacher's guide (pages 43,44,45).

ADDITIONAL GUIDELINES

1. It is not necessary to have a copy of each package for every student. The number needed will depend on the sequence of packages and whether they are required or elective. It is also usually not necessary to have copies of all the resource materials for every student since self-pacing and options will mean that students will be needing different materials at different times. (This will apply only to materials not contained in the package.)

2. Students prefer packages that have some color and life. The use of cartoons, drawings, newspaper clippings, etc. is strongly recommended.

3. It is sometimes necessary to include with a package a bibliography of materials used. This is particularly important if other teachers wish to use the package.

4. Include with the Teacher's Guide for the package an answer key for the pre-assessment, self-check, and post-assessment.

5. Different sections of the package may be color coded if desired.

6. Give complete credit to any source used in the package. This would also include picture and illustration credits.

7. The directions given to the student in the package must be as specific as possible. You want to avoid having to explain everything verbally to the student.

8. How and when you will evaluate each completed activity is left up to you. Some teachers use a point system while others use only the post-assessment for grading purposes.

9. Extra credit may be given for the completion of quest activities.

10. Print materials used in the package, e.g., readings, charts, maps, can be included in the appendix or placed in the body of the package. The latter is preferred. Special instructions or guides for students who select certain activities (such as a guide to conducting an interview or preparing and administering opinionnaires) are probably most appropriately included in an appendix.

11. You may want to provide envelopes or folders for students to keep their work in or to submit completed activities for evaluation.

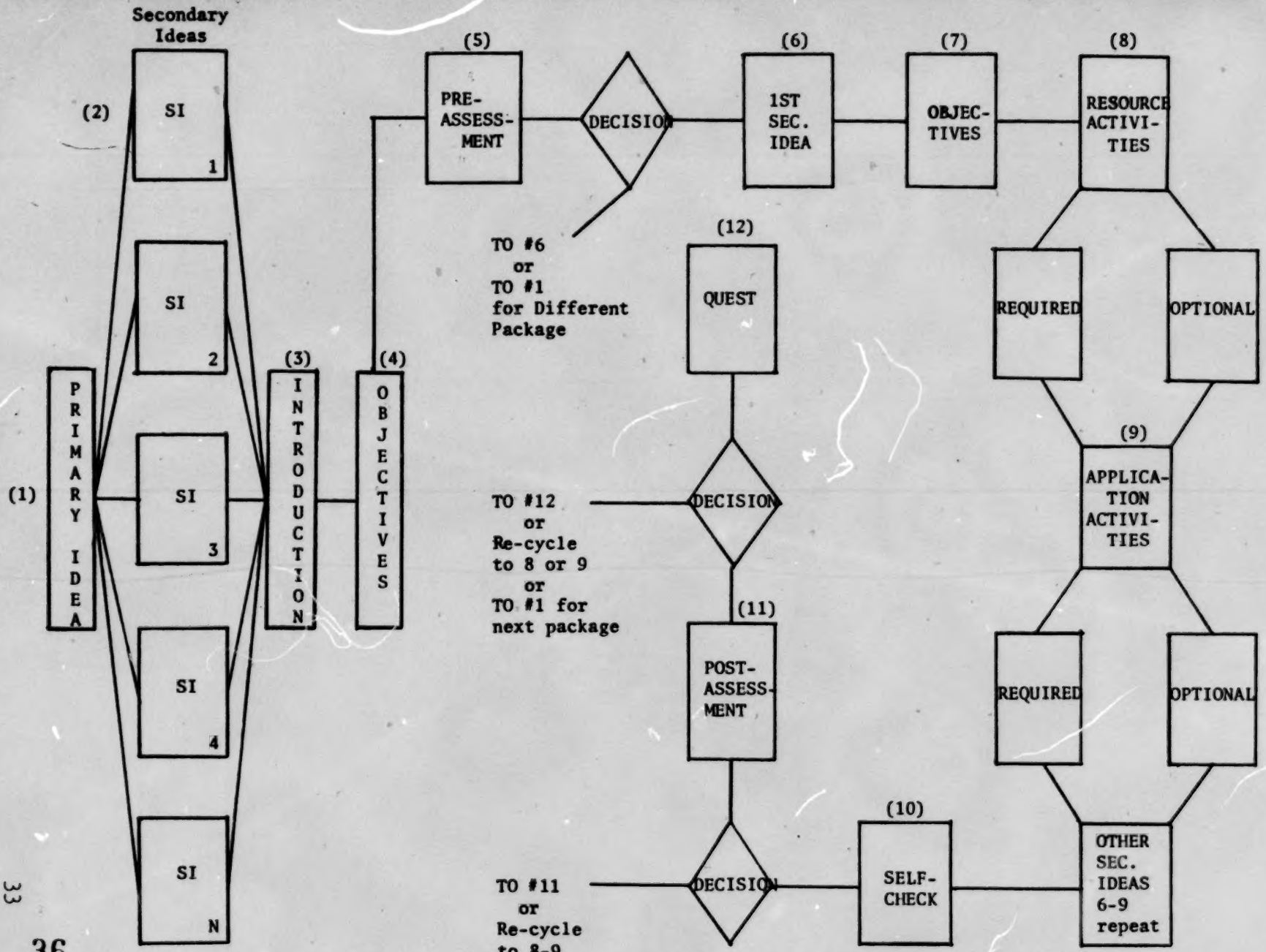
PACKAGE RESUME FORM

Publication Date _____ Level/Subject _____

Title _____

Author _____

Abstract _____



FLOW-CHART LEARNING PACKAGES

PRIMARY IDEA - SECONDARY IDEA
CONCEPT IDENTIFICATION FORM

NAME _____

PRIMARY IDEA: _____

_____

SECONDARY IDEAS:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

CONCEPTS:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

MAINTAINING BALANCE IN A SOCIAL STUDIES LEARNING PACKAGE

PRIMARY IDEA/ISSUE _____

	KNOWLEDGE	ABILITIES	VALUING	SOCIAL PARTICIPATION
HISTORY				
POLITICAL SCIENCE				
SOCIOLOGY				
ECONOMICS				
GEOGRAPHY				
ANTHROPOLOGY				
PHILOSOPHY				
PSYCHOLOGY				
OTHER				

LEARNING PACKAGE
OBJECTIVES FOR SECONDARY
IDEAS

Secondary Idea ____: _____

_____

_____

After completing this section of the learning package, you will be able to:

____ 1. _____

_____

____ 2. _____

_____

____ 3. _____

_____

____ 4. _____

_____

____ 5. _____

_____

____ 6. _____

_____

____ 7. _____

_____

____ 8. _____

_____

OBJECTIVES/ACTIVITIES WORKSHEET

PRIMARY IDEA _____ NAME _____

SECONDARY IDEA _____

OBJECTIVE: After completing this section of the learning package you will be able to: _____

_____

_____

RESOURCE ACTIVITY(S): _____

_____

_____

_____

APPLICATION ACTIVITY(S): _____ _____

_____

_____

_____

_____

_____

_____

_____

ASSESSMENT (pre-self-post): _____

_____

_____

_____

_____

_____

Name _____

LEARNING PACKAGES
OBJECTIVES/ACTIVITIES CHECK LIST

Sec. Idea ____

Objective	Resource Activities 1	2	3	4	5	Application Activities 1	2	3	4	5	6	7	8
1													
2													
3													
4													
5													
6													
7													

Sec. Idea ____

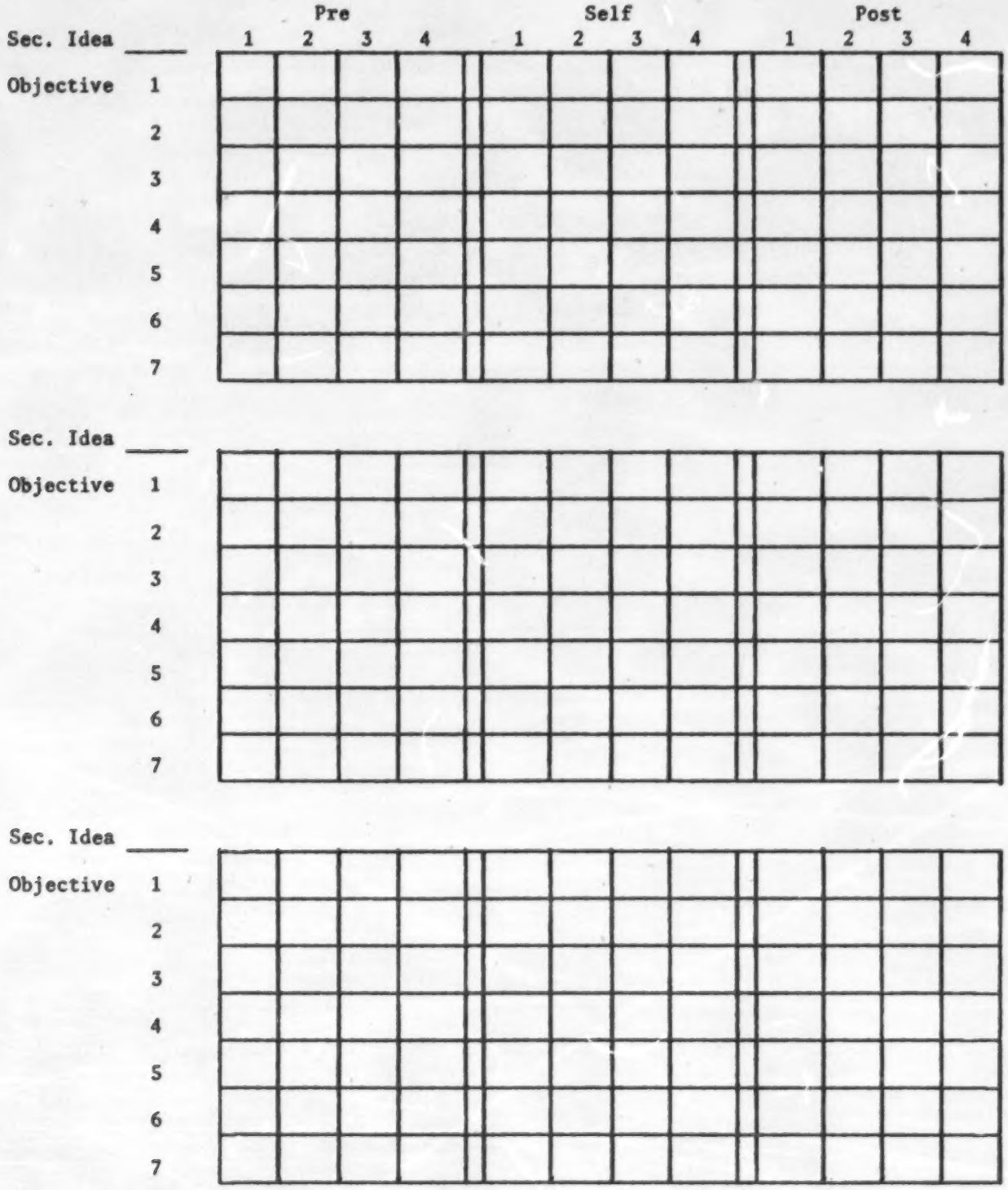
Objective														
1														
2														
3														
4														
5														
6														
7														

Sec. Idea ____

Objective														
1														
2														
3														
4														
5														
6														
7														

Name _____

LEARNING PACKAGES
PRE-SELF-POST-ASSESSMENT CHECK LIST



LEARNING PACKAGE RECORD FORM

PACKAGE TITLE _____

Enter date and score:

PRE-ASSESSMENT _____

SELF-CHECK _____

POST-ASSESSMENT _____

NAME _____

Dates: START _____

FINISH _____

COMMENTS:

APPLICATION ACTIVITY	PTS. POSSIBLE	PTS. EARNED (enter date)	COMMENTS
S.I. 1			
1-1			
1-2			
1-3			
1-4			
1-5			
1-6			
1-			
S.I. 2			
2-1			
2-2			
2-3			
2-4			
2-5			
2-6			
2-			

S.I. 3			
3-1			
3-2			
3-3			
3-4			
3-5			
3-6			
3-			
S.I. 4			
4-1			
4-2			
4-3			
4-4			
4-5			
4-6			
4-			
.S.I. 5			
5-1			
5-2			
5-3			
5-4			
5-5			
5-6			
5-			
Quest			Description of Quest
Q-			
Q-			

QUEST - CONTRACT FORM

DUE _____

NAME _____

DESCRIPTION OF PROPOSED PROJECT _____

PROJECT OBJECTIVES

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

METHOD OF ASSESSMENT: _____

STUDENT _____ INSTRUCTOR _____

DATE _____

LEARNING PACKAGE PRELIMINARY EVALUATION FORM

Date _____

Evaluator _____ School _____

Package Title _____

Producer _____ Grade Level/Subject Area _____

Estimated Completion Time _____ hours

		GOOD				POOR
1.	Package Appearance	5	4	3	2	1
2.	Likely Student Interest	5	4	3	2	1
3.	Directions to Students	5	4	3	2	1
4.	Citing of Sources	5	4	3	2	1
5.	Introduction	5	4	3	2	1
6.	Clarity of Objectives	5	4	3	2	1
7.	Appropriateness of Objectives	5	4	3	2	1
8.	Types/Levels of Objectives	5	4	3	2	1
9.	Appropriateness of Pre-Assessment	5	4	3	2	1
10.	Value of Pre-Assessment	5	4	3	2	1
11.	Secondary Ideas/Sections	5	4	3	2	1
12.	Appropriateness of Resource Activities	5	4	3	2	1
13.	Choice of Resource Activities	5	4	3	2	1
14.	Variety of Resource Activities	5	4	3	2	1
15.	Appropriateness of Application Activities	5	4	3	2	1
16.	Choice of Application Activities	5	4	3	2	1
17.	Variety of Application Activities	5	4	3	2	1
18.	Appropriateness of Self-Check	5	4	3	2	1
19.	Appropriateness of Post-Assessment	5	4	3	2	1
20.	Value of Post-Assessment	5	4	3	2	1
21.	Type/Variety of Quest Activities	5	4	3	2	1
22.	Package Resume	5	4	3	2	1

TOTAL POINTS _____

POINTS POSSIBLE: 110

COMMENTS:

LEARNING PACKAGE STUDENT EVALUATION FORM

Name _____ Date _____

Grade Level/Subject Area _____

School _____ Teacher _____

Package Title _____

It took me approximately _____ hours to complete this package.

Complete the following:

_____ 1. Compared to what usually takes place in this class, how interesting was it to work on this learning package?
A. Quite a bit more interesting
B. Slightly more interesting
C. About the same
D. Slightly less interesting
E. Quite a bit less interesting

_____ 2. Compared to other learning packages, how interesting was this one?
A. Quite a bit more interesting
B. Slightly more interesting
C. About the same
D. Slightly less interesting
E. Quite a bit less interesting

_____ 3. Compared to what you normally learn in this class, how worthwhile was this package?
A. Quite a bit more worthwhile
B. Generally worthwhile
C. About the same
D. Generally not worthwhile
E. Not at all worthwhile

_____ 4. Would you recommend that your teacher continue to use this learning package?
A. Yes
B. No
C. Not sure

What were the major strengths of this package?

What were the major weaknesses of this package?

LEARNING PACKAGE EVALUATION FORM
AFTER CLASSROOM TRYOUT

Date _____

Evaluator _____ School _____

Package Title _____

Producer _____ Grade Level/Subject Area _____

Completion Time (Range) _____ to _____ hours
Average Completion Time _____ hours.

1. Describe your students in terms of their academic interests and capabilities.
   _____ mostly high _____ mostly average _____ mostly low _____ quite mixed

2. How much did you like using the package?
   _____ very much _____ generally _____ little _____ not at all

3. Will you use the package again?
   _____ yes _____ no _____ not sure

4. Compared to what generally takes place in your classes, how effective was the package?
   _____ much more effective _____ somewhat more effective _____ somewhat less effective _____ much less effective

5. Compared to other things students might learn in your course, how worthwhile was what they learned from the package?
   _____ very worthwhile _____ generally worthwhile _____ generally not worthwhile
   _____ not at all worthwhile

6. What problems did you encounter in using the package?

7. What are the main strengths of the package?

8. What are the main weaknesses of the package?

9. What suggestions would you offer other teachers that might use the package?

Other Comments: